

Reproductive Health and Disease Prevention Curriculum

2023- 2024

**Broward County Public
Schools**

Kindergarten

Creating Healthy Habits

TEACHER'S NOTE/PREPARATION:

TARGET GRADE: Kindergarten, Lesson 1

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.K.CEH.1.2** – Recognize ways in the community to prevent common communicable diseases.
- **HE.K.CEH.2.1** – Explain the importance of rules to maintain health.
- **HE.K.CEH.4** -Encourage others to make positive health choices.

LEARNING OBJECTIVE:

1. Students will identify why daily cleanliness is important for health.
2. Students will identify basic daily cleanliness habits and routines.
3. Students will identify the consequences of not maintaining healthy habits.

LESSON MATERIALS:

- Paper
- Markers or Crayons

LESSON STEPS:

Vocabulary

Cleanliness – keeping your body free from dirt and germs

Grooming – activities we do to help our body and clothes stay neat and clean

Daily – every day of the week

GROUND RULES:

***Note to teacher:** This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

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- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Ask the following questions –

1. “Why do we brush our teeth? (To ensure our mouth is clean.)
2. “Why is it important to stay neat and clean?” (We want to look our best, feel good, and avoid germs.)
3. “What happens if we touch too many germs?” (*We might get sick.*)

Step 3: Explain to students - It is important to know what to use to stay neat and clean, how to do it, and when to do it. Ask: “Do you know how to stay neat and clean? That’s A LOT to know. Let’s learn HOW to do these things and WHEN to do them.”

Step 4: Using the Chart below to guide the discussion, you may use “Ask and Response” techniques to get the children to tell the class the important things to do (How) for each activity and the frequency (When) they should be done. As you are telling “How”, you may pantomime each action and the students may pantomime the action also.

Healthy Habits Chart

What	How	When
<u>General Cleansing</u> Hands, face, and body	Use soap, warm water, and a washcloth to clean away all the dirt and germs. Use a hand towel or bath towel to dry completely so you don't get cold. Washing means always using soap, not just water.	Hands and face: before meals, after playing, using the restroom, and whenever necessary Body: bath or shower once a day or at least every other day.
<u>Oral Care</u> Brushing teeth	Using only a pea-sized drop of toothpaste, brush teeth with short, gentle strokes, paying special attention to the gumline and hard-to-reach back teeth. Proper brushing should take a full TWO MINUTES.	BRUSH AT LEAST two times each day – in the morning after breakfast, and before going to bed. You should also brush after eating any sticky or sugary foods. For fresher breath, brush your TONGUE, too!
Flossing Teeth	Holding floss tightly between the thumb and index finger, slide floss up and down teeth, using clean sections of floss as you go from tooth to tooth.	Floss at least once daily. (Do this BEFORE brushing.)

Step 5: Problem Solving

- Engage students in conversation and discussion- Say to students. Everyone has problems, but the first step to solving a problem is to say the problem. We can say the problem by looking at a situation and identifying what is wrong.
- Tell students you want them to think about some situations, then tell you what they think would be the best thing to do in each situation but they must first say the problem.
 - Ask: You go to a sleepover and forget your toothbrush. What is the Problem? The problem is you forgot your toothbrush. If you go to a sleepover and forget your toothbrush, should you borrow your friend's toothbrush?" No, because you don't want to get their germs. You should NEVER share your toothbrush with anyone else!

- Ask: Your hands are dirty and you need to wash them. You go to the bathroom and there is no soap. What is the problem? The problem is no soap to clean your hands. If you go to the bathroom and there is no soap to clean your hands, please ask an adult for soap.
- Ask You have a runny nose and need a tissue. What is the problem? You need a tissue to clean your nose. Your friend gives you a used tissue. Is there a problem? Yes. if your friend offers you a dirty/used tissue you do not take it because you do not want to get more germs.

Step 6: Distribute paper and crayons/markers to students. Ask students to draw pictures of EVERYTHING they can think of that would happen if they never brushed their teeth.

My Space, Your Space

TEACHER'S NOTE/PREPARATION: On a piece flipchart paper, make a vertical list of the following behaviors, leaving enough room next to each word to be able to write the word yes, no or sometimes. Hitting, pushing, kicking, scratching, shoving, wrestling/rough housing, hugging, tickling, kissing, holding hands, walking with an arm around another person

TARGET GRADE: Kindergarten, Lesson 2

TIME: 30 Minutes

FLORIDA STANDARDS ALIGNMENT:

- Describe ways to show respect to others.

LEARNING OBJECTIVE:

1. Name at least 2 ways of being touched that are okay with them. Introduce the word consent, and ensure students understand the meaning.
2. List at least 2 ways of being touched that they do not like.
3. Explain that they have the right to determine whether and how they are touched.
4. Demonstrate an understanding of how to respond effectively when someone touches them in a way with which they do not feel comfortable.

LESSON MATERIALS:

- Homework: "I Like... I Don't Like..."
- Flipchart sheet prepared
- Teacher's Resource: "What Should They Do?"
- Flipchart markers
- Dry erase board markers and eraser
- Pencils

LESSON STEPS:

GROUND RULES

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- *questions are welcome using the question box*
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- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Tell students that you are going to talk about people's bodies. Ask everyone to stand up. Tell them you are going to ask them a question about a body part, and that they should answer all together. Say, "For example, if I were to ask you, 'Whose head is this?' you'd point to your own head and say, 'My head!' Let's try it out: Whose head is this?"

Once you see that everyone understands what you're doing, do the same with the following body parts:

"Whose face is this?" ("My face!")

"Whose knees are these?" ("My knees!")

"Whose elbow is this?" ("My elbows!")

"Whose foot is this?" ("My foot!")

"Whose ears are these?" ("My ears!")

Then wrap your arms around yourself in a hug and ask, with intentionality and emphasis, "Whose body is this?" Wait for the students to hug themselves and say back, "My body!" Say, "I want to hear that again – whose body?" Wait for them to say, "My body!" Say, "Good. So who gets to say who can and can't touch your body?" Respond with them: "I do." Ask students to take their seats.

Step 3: Reaffirm for students, "Very good. These are our bodies – and so we have the right to say whether and how we want someone else to touch them. That also means we need to listen and stop touching others when someone else says they don't want to be touched."

Ask, "Are there any exceptions to this? Any time when someone might touch us in a way that we might not like but it's okay?" Probe for when their parent/caregiver may need to give them medicine they don't like or don't like the feeling of, or when they go to a doctor to get a shot. Say, "But even if a doctor – or any other student or adult – touches us in a way that makes us feel uncomfortable, we have a right to say that we don't like it and that we

want it to stop. But first, let's talk about some behaviors that we might or might not like."

Step 4: Explain that everyone is different about how they like to be touched. Say, "You may be someone who loves to hug or snuggle with family members or wrestle with your friends, or you may not like some of any of those. Let's take a look at some behaviors that students tend to do with each other and talk about whether we like them, whether we don't like them, or whether it depends."

Post the sheet of newsprint on the board or front wall with the list of behaviors. Tell the class that you are going to go through the list of behaviors one at a time, and if it is a behavior they like, they should raise their arms up in the air and wiggle their fingers (model this for them, and ask them to do it with you). Tell them that if it's a behavior that they never like, they should put their arms down at their sides and wiggle their fingers (model this for them, and have them do it with you). Then tell them that if it's a behavior that they sometimes like and sometimes don't, they should put their arms out to the sides and wiggle their fingers (model this for them, and have them do it with you).

Step 5: Go through each behavior, asking the students, "Is this a behavior you tend to like?"

There will be universal agreement on some (e.g., hitting, punching, kicking) and some responses of "sometimes" to others (kissing, tickling). When they say, "sometimes," ask, "When do we like this? When do we NOT like this?" If the students do not say "sometimes," use the guide below to guide a discussion of when or why a person might not like the behavior.

- Hugging [some people don't like to be hugged; some people hug too tightly; and there are some people you just might not want to be hugged by]
- Kissing [some people dislike being kissed when it's someone they don't know well or someone they don't wish to kiss or be kissed by, like a particular relative or a neighbor]
- Holding hands [some people don't like to be touched]
- Walking with an arm around another person [some people don't like to be touched; some find it hard to walk that way]
- Wrestling/rough housing [some people don't like it if they're always the one being pinned down; some don't like it because they end up getting hurt]
- Tickling [most people don't like it when it's too much/goes on for too long]

Step 6: Ask, "How do you know when someone doesn't like it when you do any of the behaviors on the list?" Probe for, "They tell me to stop," "They push me/my arm away," "They cry," "They yell at me," etc.

Ask, "Has anyone ever done something to you that's on this list, you haven't liked it, but you haven't said anything? How did that make you feel?" [Note: In the unlikely event that no one says, "yes," ask, "How do you think it would make someone feel?"]

Say, "So, clearly, we don't like it when people do things to us we don't like. That means we need to be clear when we want someone to stop – and we need to listen when other people say they don't want us to do things they don't like, and stop."

Ask, "What can we do to be really clear with someone when they're touching us in a way that we don't like?" As students give responses, write these clearly on the board. The first one, if it's not contributed by the students, should be contributed by you; in large letters, write, "Say 'NO'." Once you have written that, ask, "How do we say 'no' in a way that lets someone know we want them to stop?" Probe for looking someone in the eye and having a serious, low tone of voice. [Note: You will likely get some shouting and yelling from the kids; this is actually a good thing, because it means they realize they may need to be forceful at times. Validate the energy behind it, but tell them that yelling isn't necessary – just being clear and direct is.]

Also probe for the following:

- Walk away from the person

- Say what you DO want – for example, “I don’t like walking with arms around each other, but I’ll hold your hand” or “I don’t like hugging but I’ll high five you”
- Go to a trusted adult and tell that person what happened

Ask, “What do you do if the person who is hugging or kissing you makes you feel uncomfortable?” Probe for, “Say no and tell another adult.”

Step 5: Say, “Let’s look at a few examples where we can give people some advice about what to do.” Read the examples in the handout, “How Can We Help?” one at a time. After reading each, ask the class what they would tell the person to do. Listen for the steps you’ve discussed in class, and remind students of them as necessary.

Step 6: Ask the class to stand up again and remind them of how they started the lesson, by naming all the parts of their bodies that belong to them. Ask them to remind you what the last body part was that they talked about, probing for their whole bodies. Wrap your arms around yourself in a hug again and ask the students to do the same. Say, “Remind me, whose body are you hugging?” Wait for the students to say back, “Mine!” or “My body!” Then say, “And remind me - who gets to say who can and can’t touch our bodies?” Respond with them: “We do.”

HOMEWORK:

Distribute the sheet, “I Like... I DON’T Like” and ask students to bring it home and complete it with a parent or caregiver.

I LIKE...I DON'T LIKE

Draw some ways you do and don't like to be touched? Work on this with a parent or caregiver.

When you're done, color it in and sign the bottom to show you're both on the same page!

I Like it When...	I DON'T Like it When...

Parent/Caregiver: Please read the following two statements and both sign and have your child sign.
Feel free to have other family members chime in, or to let me know if you'd like me to send home additional blank copies for you!

"I promise to respect my child's boundaries and to listen when he or she says she doesn't like being touched in certain ways. I also promise, if anyone else in our home is doing this, to make it stop."

"I promise to tell other people in my home if they're touching me in a way I don't like. I also promise that, if they tell me they don't like being touched in a particular way, I won't touch them like that."

Parent/Caregiver

Student

Star of the Week

TEACHER'S NOTE/PREPARATION: This activity should be set up at the start of the school year and then done at the beginning of each week. Work your way, one by one, through the class. Display the person of the week drawing after the student returns it colored in. There are many adaptations to this lesson. You may also have a star of the day, month, every other day, etc. If starting after the year begins adaptations may be necessary so that everyone has a turn.

TARGET GRADE: Kindergarten, Lesson 3

TIME: 30 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.K.R.1.1**-Define and give examples of kindness and caring.
- **HE.K.R.3.2**-Identify characteristics of a good citizen in school and the community.

LEARNING OBJECTIVE:

1. Identify at least two good qualities in others.
2. Feel good about themselves based on how others see them.

LESSON MATERIALS:

- Large sheets of paper
- Markers
- Crayons

LESSON STEPS:

GROUND RULES

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- *use inclusive language*
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Step 1: Review Ground Rules with students.

Step 2: Introduce the process by explaining each week there will be a new star of the week. Show the students the list of names of students in the class and explain that you will be moving through the list all year so everyone has a turn to be the star of the week. *Note to teacher: there are many adaptations to this lesson. You may also have a star of the day, month, every other day, etc. If starting after the year begins adaptations may be necessary so that everyone has a turn.*

Step 3: Designate the first student who will be star of the week. Have them lie on a large piece of paper. Trace the outline of this student on the paper.

Step 4: Ask students to say nice things about the student who is the star of the week, such as “they are good at sharing” or “they help other people.” As students say nice things, write them around the outline of the student on the large paper. You can also ask the Star of the Week to add in things about themselves such as their birthday, their favorite color, their favorite toy or book, etc. Again, add these outside the outline on the sheet of paper.

Step 5: Ask students the following discussion questions:

What did you learn about the Star of the Week that was new to you?

For the Star of the Week, how did it feel to hear good things about yourself?

For the Star of the Week, what did you learn about yourself?

Step 6: Close the activity by rolling up the large paper and putting it in the backpack of the Star of the Week with directions to take it home and color it however they want. Ask the Star of the

Week to bring it back in a day or two so you can display it in the classroom for the remainder of the week.

Note: There are many adaptations of this lesson that can extend it for a full week with daily activities and/or involvement of family members/guardians.

Paper People

TEACHER'S NOTE/PREPARATION:

TARGET GRADE: Kindergarten, Lesson 4

TIME: 30 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.K.R.2.5-** Identify personal strengths and actions individuals can do independently.

LEARNING OBJECTIVE:

1. Describe at least three things that are unique about themselves.
2. List at least three things they did not know about their classmates before the lesson.

LESSON MATERIALS:

- Paper people handout
- Crayons/markers

LESSON STEPS:

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Step 1: Review Ground Rules with students.

Step 2: Start the lesson by explaining that every person in the class and even in the school is unique. No two people are exactly alike and that's what makes people – and all of their unique qualities – so interesting and special. Acknowledge that all of them can do things and have unique qualities that are not just one gender or another.

Ask students to brainstorm, while you write on the board, all of the different things that could make someone unique. The list may include:

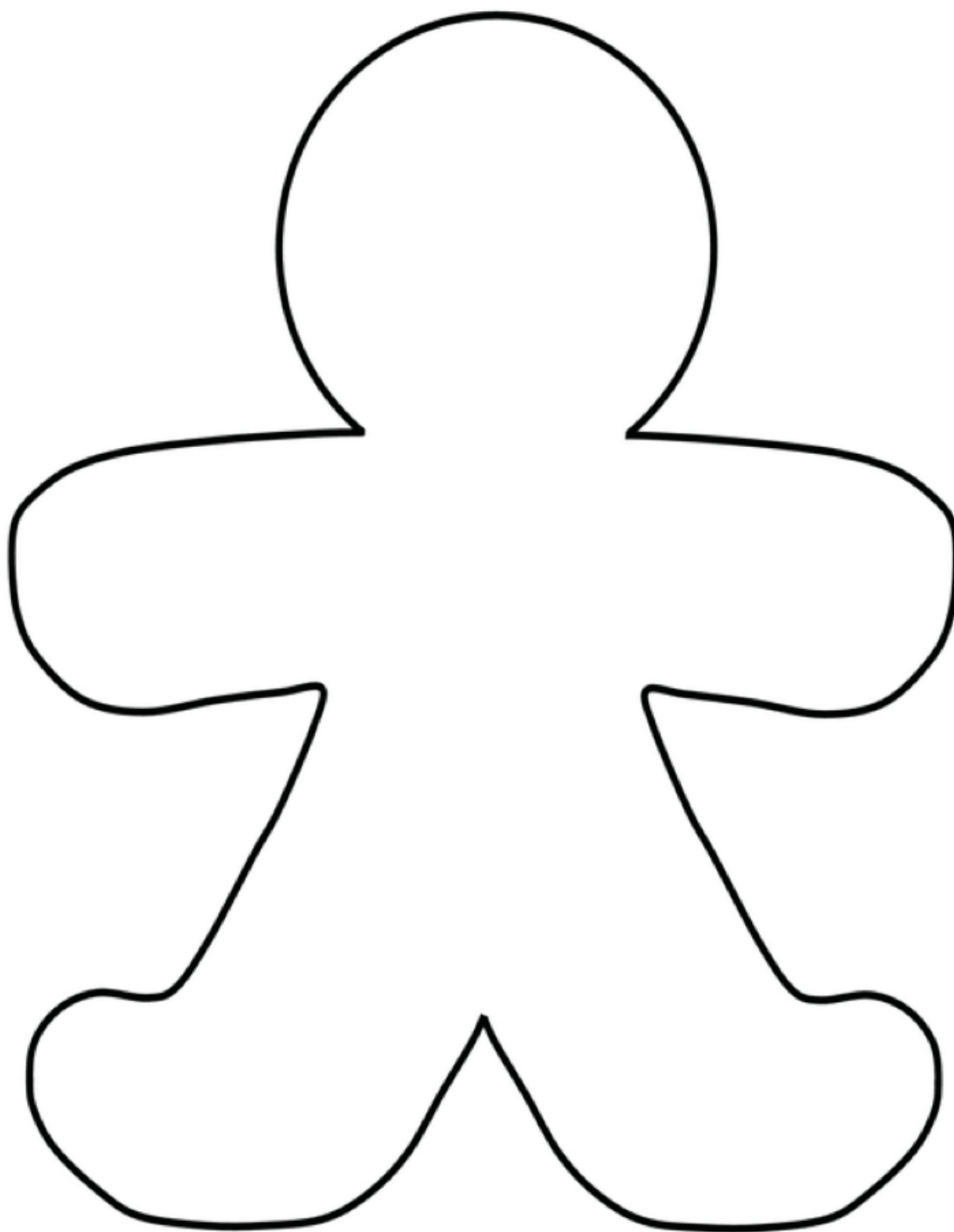
- The language they speak at home
- The country(ies) where their family comes from
- Their favorite way to spend free time
- Their favorite food
- The people in their family
- The pet(s) they have or have had
- The places they have traveled to
- How fast they can run
- How much they can read
- How many teeth they have lost so far, etc.

Step 3: Next, distribute a copy of the paper person to each student along with a few crayons or markers. Tell students to make themselves with the paper person by drawing what they look like and filling in with things that make them unique. They can also draw people in their family, including pets, and things they like to do as well.

Step 4: After completing the paper people, invite students one at a time to come to the front of the room and share their paper people with the whole class pointing out what elements make them unique. Hang the paper people on a wall in the classroom with all their hands holding the hand of the paper person next to them.

Step 5: End the lesson by asking students, “Did every student have things about them that made them special and unique?” Once students respond positively, close by saying, “Everyone is unique and everyone is special and everyone can learn from one another.”

Handout: Paper Person



Different Kinds of Families

TEACHER'S NOTE/PREPARATION: The homework assignment should be given out in advance of this lesson so that children have time to think about their families ahead of time and be better prepared to discuss them with the class during the lesson.

TARGET GRADE: Kindergarten, Lesson 5

TIME: 30 Minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.K.R.3 - Describe ways to show respect to others.

LEARNING OBJECTIVE:

1. Name, as a group, at least three different types of family structures.
2. Identify a way they can show respect for different types of families.

LESSON MATERIALS:

- “My Family” worksheet
- “My Family Portrait” worksheet
- Crayons and other drawing materials

LESSON STEPS:

GROUND RULES

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- ***no personal questions***

- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Explain to students that today's topic is family. Ask if anyone can explain what a family is and why we need families. (Some sample definitions are: People who live together and take care of each other, or people who love each other and take care of each other, or people going through life and taking care of each other. Families are often made up of adults and the children they care for.)

Step 3: Ask the following question.

- What is important in all families? (Possible answers: Families love each other; families take care of each other; families celebrate special events together.)

STEP 4: Ask students: Who would like to tell us about who is in their family? Have students take out the homework assignments they completed to help them to describe their families. Ask for volunteers. If a student gets stuck you may prompt them by asking some questions such as: How many people are in your family? What kind of food does your family like to eat? What does your family like to do together?

After each student describes their family ask, does this remind any of you of your own family or a family that you know?

After students have the opportunity to describe their families, say: We heard a lot of ways that families in our class are the same and a lot of ways that our families are different. Ask:

- If someone's family is very different from yours is that okay? (Yes)
- What if your friend's family likes to eat food that is different from your family? Is that okay? (Yes)
- Is it okay if some families have a lot of children and some have a few? (Yes)

STEP 5: Say, Families are very important to us. They love us and take care of us. If it has not already come up in the previous discussion, remind students that all families are special in their own way and that no two families are exactly alike. Ask, What are some ways that our class can show that we respect all different types of families, including those that are like our own and those that are different from our own?

End the discussion by saying, everyone has people who are their family. Some people even include their pets! It is good to feel good about your family and to figure out who is part of your family. It is also important to respect all different families because whatever kind of family you have, they are special.

STEP 6: Ask students to create a Family Portrait. (Draw a picture of their family). You may use the Family Portrait worksheet contained in the lesson.

HOMEWORK: The homework assignment should be given out in advance of this lesson so that children have time to think about their families ahead of time and be better prepared to discuss them with the class during the lesson.

Homework: My Family

Name: _____

The Number of people in my family is: _____

Some of the foods we like to eat are:

This is how we celebrate special occasions:

Things we like to do together as a family are:

What I love most about my family is:

Name: _____

The way I would like to show respect for all different families is....

Name: _____

The way I would like to show respect for all different families is....

Name: _____

The way I would like to show respect for all different families is....

My Family Portrait

Draw and label each member of your family



Understanding Our Bodies – The Basics

TEACHER'S NOTE/PREPARATION: You will notice that this lesson refers to “girls” and “boys” and “male” and “female” when identifying body parts.

TARGET GRADE: Kindergarten, Lesson 6

TIME: 30 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.K.PHC.1.3** – Recognize that there are body parts inside and outside of the body.

LEARNING OBJECTIVE:

1. Correctly identify at least two body parts of the female namely the nipples and vulva.
2. Correctly identify at least two body parts of the male namely the nipples and penis.
3. Describe why it is important for them to know the correct names for the genitals.

LESSON MATERIALS:

- Body Parts Diagrams/Powerpoint

LESSON STEPS:

GROUND RULES

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Step 1: Review Ground Rules with students.

Step 2: Introduce the topic by saying, "Today we are going to talk about bodies, including parts that everyone has in common, parts that we have that are different, and parts that are usually covered when we are in public. Explain that it's also important that everyone with a body knows how their body works and how to take care of it so we can all be healthy.

Step 3: Ask the students to name body parts that most people have in common.

Note to the Teacher: Student answers might include most everyone has arms, legs, feet, fingers, head, eyes, mouth, etc. Some students may mention that not everyone has two arms, or all ten fingers, etc. Acknowledge this by saying that it is true that not everyone is exactly the same and everyone's body is fine just the way it is. But most people have two arms, ten fingers, etc.

Next, call out different parts of the body while asking students to point to that body part, such as eyes, nose, arms, legs, etc. Once students point to that body part have them tell you what that body part does, for example, eyes are for seeing, legs are for walking/running, noses are for smelling, etc. Then, ask students, "Even though we all have a nose, do all of our noses look exactly the same? Do all of our eyes or ears look exactly the same? We all have skin. Does all of our skin look exactly the same as each other's? Even though they do the same things, they can look very different. We each have our own special bodies. Just like some people don't have any hair and others have a lot of hair, and some people may have a lot of freckles or no freckles at all, we are all humans with bodies.

Step 4: Tell students: "There are some body parts that mostly just girls have and some parts that mostly just boys have. These body parts, which are usually covered by clothing or a bathing suit, are sometimes called private parts or genitals and today we want to make sure everyone knows the correct names for these parts and who has what body part."

Note to the Teacher: Make sure to include the diagram so students know where these parts are.

Direct students' attention to the diagram/PowerPoint. Explain that "During the summer, when some people go swimming, people generally wear bathing suits to cover their private parts. The mouth is not covered by a bathing suit but is also a private part. Explain that when we wash our bodies and go to the doctor for a check-up, it's important to know what

our body parts are and how to keep them healthy. Show the next diagram saying, "Our bodies have lots of different parts like the head, chest, belly button, mouth, hand and leg. Let's look at some parts we don't often learn as much about." Show the diagram of the girl body. Point out and explain the following. "Most girls have a vulva, which is the name for the area between the legs. Show the diagram/PowerPoint of the boy body. Point out and explain the following, "Most boys have a penis between their legs which they use to urinate or 'pee.'

Step 5: Explain that even if they use different names (slang) for these parts in their families, it is important to use the words learned just like we would for knee or elbow or any other body part. Ask students: "Why do you think it might be important for you to know the correct words for these body parts?"

Note to the Teacher: Some answers may include that people will know what you are talking about, that a lot of the slang words might not be nice. If students don't say it, explain that if a person's private parts began to hurt or a person was worried that something was wrong with their body.

It's really important to use the correct words so they can explain what they're feeling to a parent, trusted adult or a doctor or nurse. Tell students: "This is your body and you have a right to know what the different parts are called."

Understanding Our Bodies

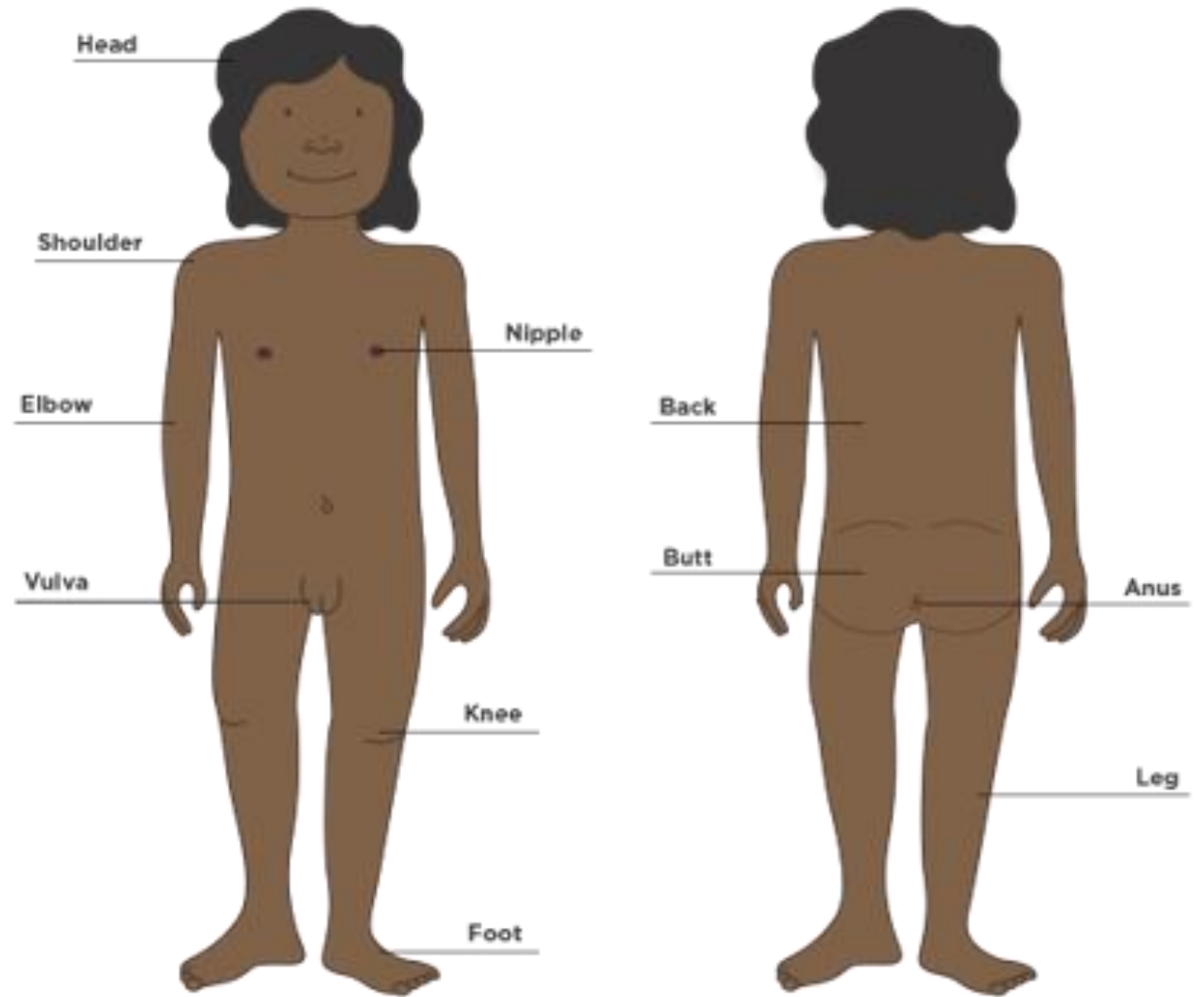


Kindergarten

Private Parts



Girl's Body



Boy's Body

